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Federal University of Rio de Janeiro State



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## RESEARCH

O curso de graduação em enfermagem e os significados oriundos da tutoria

The undergraduate degree in nursing and the meanings derived from the mentoring

El curso de licenciatura en enfermería y los significados se origino de la tutoria

Carmen Maria dos Santos Lopes Monteiro Dantas da Silva <sup>1</sup>, Paulo Sergio da Silva <sup>2</sup>

### ABSTRACT

**Objective:** Analyzing the meanings produced in free drawings and built by students in tutoring scenario while learning in undergraduate. **Method:** A qualitative research. The scenario was a private college in Rio de Janeiro. The subjects were 87 students from 1st to 7th periods in nursing. The ethical and legal procedures were present and the authorization of the Ethics in Research-Protocol. n.º 581-11. **Results:** The analysis of data collected contemplated the thematic analysis. From reading the drawings we obtained an understanding that students value the mentoring, to having to build learning based on responsibility. **Conclusion:** The study aims to encourage students and teachers in achieving the best quality training. **Descriptors:** Education nursing, Preceptorship, Drawings.

### RESUMO

**Objetivo:** Analisar os significados produzidos nos desenhos livres e construídos pelos estudantes na tutoria enquanto cenário de aprendizagem no curso de graduação. **Método:** Estudo de pesquisa qualitativa. O cenário uma faculdade privada do Rio de Janeiro. Os sujeitos 87 estudantes, do 1º ao 7º períodos de enfermagem. Os procedimentos ético-legais estiveram presentes e a autorização do Comitê de Ética em Pesquisa-protocolo n.º 581-11. **Resultados:** A análise dos dados coletados contemplou a análise temática. Da leitura dos desenhos obtivemos a compreensão de que os estudantes valorizam a tutoria, ao terem que construir a aprendizagem com base na responsabilidade. **Conclusão:** O estudo se propõe a incentivar os estudantes e professores na consecução da melhor qualidade na formação. **Descritores:** Educação em enfermagem, Tutoria, Desenhos.

### RESUMEN

**Objetivo:** Analizar los significados producidos en los dibujos libres y construido por los estudiantes en tutoría escenario mientras se aprende en pregrado. **Método:** Investigación cualitativa. El escenario de una universidad privada en Río de Janeiro. Los sujetos 87 estudiantes del 1 al 7 períodos en la enfermería. Los procedimientos éticos y legales estuvieron presentes y la autorización del Comité de Ética en la Investigación-Protocolo nº 581-11. **Resultados:** El análisis de los datos recogidos contempla el análisis temático. De la lectura de los dibujos obtuvimos un entendimiento de que los estudiantes valoran la tutoría, a la necesidad de construir el aprendizaje basado en la responsabilidad. **Conclusión:** El estudio tiene como objetivo animar a los estudiantes y profesores para lograr la mejor formación de calidad. **Descriptores:** Educación en enfermería, Tutoria, Dibujos.

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## INTRODUCTION

**C**urrently training in the undergraduate program in nursing is organized in scenarios of knowledge building that emerged in the new conformation of integrative teaching and learning spaces. Education actors identified as the tutor, are active participants, with students who wish to prepare qualifying them as nurses in tutoring spaces that constitute learning opportunities for both simultaneously.

Learning to learn reaffirms the values of the actors that make up renewing themselves every day, and living a more authentic care in the service of others. When we say the word "actors" we see momentarily imbued concepts inherent in the theater, not in the sense attributed to doing theater. It conformation of scenes of caring, characterized by solidarity between the body of nursing staff and the client's body in the real scenario, in which students are designed to test the role of being a nurse encounters.

In proposing this reflection we want:

[...] nursing students can imagine their role of health professionals in the real world, where you live with health or disease - where they move in an endless routine of caring, create specific movements and gestures, say their texts and produce noises and sounds to perform nursing care guided by scientific thought. <sup>1:24</sup>

During the procedure of the nursing profession in reaffirming went as science, despite creased struggles in the political, religious and socio-economic spheres. This thought in science epistemological framework, as: "[...]" on-the-way-up-do, "and is already capable of breaking casual experiences and venturing into the realm of experiments under control; or determined to overcome the challenge of hypotheses consistent with historical thinking." <sup>2:502</sup>

Based on these reflections intertwining of art and fashion faltering health, still driven by the desire to change the way of thinking about nursing education, is that the Brazilian higher education institutions, see rebuilding curricula. However, have reference to the future professionals focused on operational effectiveness of the Brazilian Unified Health Service (NHS), emphasizing the interdisciplinary, comprehensive care health and social responsibility.

Today we reflect on educational strategies relating to its use, and as an example the application of films and videos, which almost always have the intention of telling stories, presenting biographies of nurses that are noteworthy. So, even in the current pedagogies liberating the body and mind are being "contaminated" by the association of theater as a way to provide experiences and internalize learning in everyday situations profession.

However, new cognitive, affective, psychomotor and behavioral skills were being introduced keeping joints with previously learned information. We need to rethink the teaching based on scientific rationality as ideal for enabling innovation, because:

[...] pedagogical strategies often still uphold in vertical relationships between teacher and student and teacher knowledge of tiered value. Whenever you walk by different tracks to teach nursing realizes the fear before the new possibilities. These are accepted by teachers with some unrest.<sup>3: 172</sup>

Therefore, it becomes necessary for the teacher to be renewed before himself, as the link with the student is very strong, the bonds that form at each meeting tutorial. This study comes from the everyday practice of student teachers, with a view to elicit reflections, analysis and dialogues as being nursing education.

It emanates mutual interest to always learn, mediating the actors involved, as educational strategies allow tailoring the desire to gain knowledge, sustained in elaborate research, and activate it with the theatrical art in living sources of meanings and senses, to be produced and portrayed in free drawings that students will "scribble" or when unsolicited. Along with that we can think of the change and renew our minds and the minds of the students sustained by the thought that considers:

[...] the relevant knowledge which is able to locate any information in its context and, if possible, in the set on which is inscribed, where the same progresses not so much for sophistication, formalization and abstraction, but mainly by the ability to contextualize and encompass.<sup>4:15</sup>

Here valley free design that naive, simple or convoluted in their traits becomes true as the inner expression even of feelings about living in their experiences and student experiences.

Are artistic recreations of great value to students because of spill over easily, which in most cases, cannot verbalize in front of others, whether out of shyness, fear or insecurity.

In part by the return to power of creativity bygone days of its formation, in order to articulate the current situation, the new through the recreation of what they think and lived by the personal art of the theater, those who have experienced leading them to draw more easily .

In this perspective the constructivist pedagogy has as its motto the individual as an active agent of his own knowledge capable of constructing meanings and senses of reality according to their experiences and experiences in different contexts.<sup>5</sup>

Furthermore, the object of study for this work was: Understanding the meanings produced in free drawings constructed by students in learning about mentoring in nursing education process.

To contemplate the spheres of the object of study elaborated the following objective: to analyze the meanings produced in free drawings and constructed by students related to tutoring scenario while learning at the undergraduate level.



### Literature review

For reflection screen appears questioning the teaching that shaped the hike in the face of the transmission-assimilation process, the cognitive content such as SUM of traditional and new methods. In this context we can understand that education / training and integrating society articulate opposing interests. To further elucidate the autor<sup>6</sup> in preferred to present them in a single movement time, and duration depends on practical situations that involve it:

1<sup>st</sup> Moment - social practice as a starting point, common to the teacher-student, despite having different levels of knowledge and experience of this practical scenario and social.<sup>6</sup>

2<sup>nd</sup> Moment - questioning and identifies what issues need to be resolved in social practice, the knowledge that will be dominated on the resolution of these problems.<sup>6</sup>

3<sup>rd</sup> Time - instrumentalization, ie the ownership of the votes to the solution of the problems identified, which is necessary for the transmission of knowledge by the teacher effected theoretical and practical tools. The instruments represent the social product and preserve historically.<sup>6</sup>

4<sup>th</sup> Moment - catharsis, as the incorporation of cultural instruments and elaborately to understand social change.<sup>6</sup>

5<sup>th</sup> Moment - social practice as a point of arrival where students achieve an understanding that the teacher allegedly already held the starting point. Social practice this effect is qualitatively altered by the mediation of pedagogical action. It is pertinent to analyze the concepts presented earlier, when we have a habit of putting new concepts as dominant weakening the traditional, essentially the theme involves educational processes.<sup>6</sup>

Given the curriculum changes in Undergraduate Nursing, it must reflect on the scenarios of knowledge building that emerged in the new conformation of the integrating teaching and learning spaces.

These scenarios are articulated construction of knowledge in interactive modules (tutorial and professional practice). In the tutorial module, supported by problem-based (PBL) learning scenarios are the following: the tutorial sessions; self-directed activity (AAD) and conferences. In the professional practice module are considered: the health of the investigative (LCS) and skills (LH) Laboratory science laboratories, besides the integration of teaching and work-citizenship (IETC) activities, spaces whose experience in health work

The tutoring sessions during the week was succeeding twice, bringing together groups of ten to fifteen students guided by the teacher (tutor). The debate and reflections are triggered by problem situations. These situations are then processed, from the ABP methodology comprising reading, identification of problems posed by the statement, the formulation of explanatory hypotheses, the summary of hypotheses. Still, the formulation of objectives or learning issues, individual study of the issues rose in the objectives / learning issues and return to the tutorial group for further reflection on the problem facing the new knowledge constructed during the study.

## METHOD

The study belongs to the field of social research in education in Nursing with a qualitative methodological approach. Within this level this allows us to incorporate the issue of meaning and intentionality, as these are inherent to acts, relationships and social structures that are composed in transformation in significant human constructions.<sup>7</sup>

The justification for their use lies in the ability to give an account of subjectivity contained in the bodies, but also the meanings produced in free with regard to the tutorial scenario, where students are provoked to learn the professional role beautifully.

The scenario of institutional research was a Private University Center of the Mountain Region, situated in a municipality of the State of Rio de Janeiro, in which the Undergraduate Nursing is restructured along the lines of the Integrated Curriculum, from the first half of 2007 and forming its first class in fall 2010.

Facing an initial approximation delimited in our daily lives, mentoring a scenario of learning in professional nursing education and as a backdrop process, using drawings constructed by students as a recreational strategy telltale environments of different meanings.

The stress that formal and informal settings stuck in the minds of students, shape the practices that are structured among college scenarios as tutoring room, conferences, laboratories, libraries and other different formal teaching spaces such as hospitals, and health centers, crèches, asylums. Even the so-called informal settings such as squares, parks among many where health and disease are discussed.<sup>8</sup>

The social actors of this study were 87 students from 1st to 7th periods of the Undergraduate Nursing, where the new active methodologies are being developed in joint education with the world of work. The purpose is justified due to, have a specific and broad overview of critical and reflective knowledge and at the same time learning more comprehensive built in all the scenarios mentioned above.

In accordance with Resolution no. 196/96 of the Ministry of Health (Brazil) in order to be able to start the field investigation, previously was requested authorization from research to that institution's Research Ethics Committee, to which are linked subjects, for permission to study the screen. This was accepted as Protocol / Zip-n. ° 581-11. The individuals involved have demonstrated their agreement to participate in the study by signing the consent form.

Data collection occurred from April to May 2011, using a questionnaire composed of open questions related to the object of study. Soon after, a small paper space was reserved for the production of free designs, made with the help of pencil, ink pen or colored pencils.

The anonymity of the participants was contemplated by adopting pseudonyms, so if the name assigned to the subjects of birds. The use of this form of thinking the confidentiality of the participants finds its justification in believing that the birds are free

to launch into space on its flights, which for us is the freedom of thought. The analysis and interpretation of the collected data were expressed about the guidelines of thematic analysis which treats the concept of theme. The steps to:

Pre-Analysis - imagery reading the questionnaires and observation of drawings recording in writing the most important aspects when it comes to shapes / figures used , type traits , movements and colors were present ; Exploration of Material - comes to operating the encoding, by grouping the meanings transmitted by drawings by similarity and consequently the emergence of thematic units ; Analysis and interpretation of data obtained - meanings extracted from the drawings will be analyzed , and established links with writers on the subject, and which addresses the critical theory.

## RESULTS E DISCUSSION

Before the eighty-one drawings made a total of eighty-seven, students drafted satisfaction in doing it in blue ink pen, some details in red, and the other pencil. Among them, the most artistic, and perfected by the hand of the author, however, was much simpler, although there was concern about the aesthetics or symmetry of their contours.

The viewer, in our case, the nursing student, builds the image and builds it. This expands our thinking, since this approach "[...] the viewer is first of all to treat him as an active partner of the image, emotional way, cognitive as well as psychic organism which acts on the image for its time ".<sup>10:81</sup>

It is important that we make a reading of the imagery analysis on what understanding of the meanings transmitted in the drawings, since the conception of meaning is:

[...] in people, things or events. It is for people who signs, gestures, icons and, especially, words (and other symbols) mean something. Is there language, be it verbal or not. Without the language the development and transmission of shared meanings would be virtually impossible.<sup>11:2</sup>

To help analyze the results it behooves us to start introducing the notion that the meaning buds when new compounds knowledge of concepts, ideas, proposals, models and formulas, and research built, come to mean something to the students.

These situations are able to explain in their own words, and turn to design to present what they understood. It is worth clarifying that our concern will not reside in the reading itself, but with the more difficult to achieve at times, such as those linked to situations that invisibly drawings depict images, written texts, photographs and paintings, words spoken or written in sound, a different world of internalized meanings and constructed by subjects.<sup>12</sup>

The results represented by the meanings in free drawings were analyzed and described in four thematic units, arranged as follows: I - Departure from different meanings individual characteristics of the subjects in the tutoring model; II - The problematization models other meanings based on prior knowledge and new in tutoring; III - The models instrumentalization more meanings leveraged the knowledge and nonverbal language tutoring and IV - Catharsis in tutoring modeled by significant learning permeates the (to) share the knowledge.

Thematic Unit I: Departure from individual characteristics of different meanings in the model subject tutoring. This, rescued from the designs of fine features the following images: bodybuilding; brain; fleur de lis; the owl; clasped hands; hands open with a heart; the magnifying glass on the book; the metamorphosis of the caterpillar to butterfly. If we can interpret the social practice as a starting point this is common among individuals present in different levels of knowledge and experience.

This foray into the theoretical universe of images that intertwine invites us to reflect elements of the plan of reason and the senses, which extended to the desire to depart and change the established way of thinking about elements, ie, break the shackles that much of the time immobilize the profession in which we mention the strict path of the biomedical paradigm that both makes ill professionals in health, in the modern world.

That's because what is established is that nursing students should "master the knowledge about the disease, decorate the signs and symptoms of each of them and know how to intervene with dexterity, up automatically, or even how to proceed through the therapeutic medical".<sup>1:25</sup>

According to the purpose of the students in their drawings they also note differentiated, as they emerge significance and meanings of some words written that line drawings as: responsibility, dedication, effort, insanity, intelligence, thought, unity, spirituality and faith, the perfection, the heart, attention and growth.

Have literature reinforces property with another extremely relevant factor for "meaningful learning is the willingness to learn, deliberate, cognitive and affective effort to relate to non-arbitrary and non-literal way foreground the cognitive structure".<sup>11-3</sup>

The meanings individuals need to be isolated in order to be articulated by the power of knowledge. The resulting learning is significant, because it depends on personal effort of the students, so that they can begin to understand. However, the process is different as regards the individuality what is known as "difference". This permeates the personality characteristics that have intentionally own senses and meanings, if we come to consider the interpersonal and intrapersonal aspects in terms of power for personal change.<sup>14</sup>

Interesting, because we observed that the highest rate of contributions in this unit originated in the first two periods of the course and in the 7<sup>th</sup> period. In these early stages, the emphasis is on the child / pre-primary school age and adolescent health, and the last production intensive and emergency care and the beginning of the internship.<sup>5</sup>

This leads us to think that the specifics become handy for students, these three moments since, although disparate, signaling extreme points in the trajectory formation and subtlety of individuals in the scenarios corresponding life. It is noteworthy focusing on the same source that:



The teaching-learning is a part of the opening and operation of problem situations. The group performs a movement of knowledge production spiral, growing in complexity during the course through successive approximations. New syntheses and meanings are constructed continuously through the collective work of the group.<sup>15</sup>

Thematic Unit II: The problematization models other meanings based on prior knowledge and new in tutoring. The methodology of questioning:

[...] is one of the manifestations of constructivism in education. But is strongly marked by the political dimension of education committed to a critical view of relationship education and society. Back to social transformation, the awareness of rights and duties of the citizen, by means of a liberating education, emancipatory.<sup>16: 784</sup>

Linked to the political dimension of this reflective thought, the second thematic unity, we must point out that there were several meanings translated by images such as lamps; question marks, exclamation and an end; balloons signifying the thought; roundtables and other rectangular spiral still drawing a lesser amount dolls symbolizing people sitting at the table; and a minority signified by the traditional classroom arrangement of the chairs and the teacher at the center before the students; another in linear communication with the student.

Faced with these images we infer that students behaved as highly critical elements during the academic route, here represented by periods of training. The pictorial elements presented reflect the constant movement of reflection by the students, with regard to the interaction between the body and the body that teaches learning and how this translates into the creation of the professional role.

Thus, the focus of most significant predominance in assignments for existing strengths in mentoring grouped in general all periods, from first to seventh consecutive drafts as evidence of students' responses, which follow:

*We learn to be critical-reflective and dealing with various situations (Eagle).*

*Represents a space in which academics express themselves and deeper on the subject that is being studied, moreover, an opportunity to hear different opinions. (Woodpecker).*

*It is a space in which the student leaves aside the traditional method and puts into practice the search for his own knowledge (Pheasant).*

*A learning space where he discusses situations problems, causing the student to seek solutions to problems (Flamingo).*

*Mentoring is a moment in which the student exchanges his knowledge with his colleagues. Accumulates and justifies everything we learned. Participation of the tutor to consolidate this study (Thrush).*

*Learning space that encourages discussions, including parallel, which represents "any" autonomy, since we are "gentlemen" of learning (Parakeet).*

*A time during which we can pass on to colleagues what you can learn and increase my knowledge from the content they bring (Blue Macaw).*

Thus, we should accept the author's understanding from the perspective of Critical Historical Pedagogy <sup>6</sup> when presenting non critical theory that students highlight the differences being unpretentious become important because of the contrast between traditional and innovative methodology in weight who designed simultaneously throughout the course, namely: the design of teaching and learning advocate. While in traditional school, the teacher is the center of the process; inmates learn that aims to prepare the student through the transmission of knowledge, at the New School "teaching" should be student initiative, through questioning and trial of reality. There is a shift of focus from the intellect to focus on feeling, spreading a discourse of respect for individual differences and the need of learning to learn.<sup>17</sup>

The movement of shoot problematize the understanding that it is useful for students in tutoring scenario receive problem situations (SP), so that they can: identify the problem; the formulation of explanation; the development of learning issues; the search for new information; the construction of new meanings. And for that build other meanings:

[...] the most important factor for the transformation of logical meanings, potentially significant, of learning materials in psychological meanings. The other factor of the utmost relevance to the meaningful learning is the predisposition to learn, the deliberate effort, cognitive and affective, to relate in a non-arbitrary and non-literal the foreground to cognitive structure.<sup>11:2</sup>

The understanding of what it must absorb the drawings in the students' perception is that value mentoring in their training, but there is still a significant nostalgia as it relates to having to study on their own responsibility. For example the image of the doll that supports the head with his hand, in which the balloon is the questioning of having to return to previously learned content, the result of constructivist spiral.

It is pertinent to analyze the conceptions rooted in our minds, when we have a habit of putting new concepts as dominant weakening the traditional; essentially the theme involves educational processes.<sup>4</sup>

Hence we set out to build our purpose because the responsibility of the new allied training of nursing students, we put ourselves in with these learning scenarios since it organizes them what you learn, to foster creativity and critical reflection by playing up new ideas and other facilitating learning.

Thematic Unit III: Modeling instrumentalization more meanings leveraged the knowledge and nonverbal language in tutoring. Since we treat the non-verbal language contextualized to nursing education, it seems appropriate to recognize that it is essential to say that there is silence in the signs of life present in the body, just as there is silence in the absence of the voice in a body that does not speak.<sup>1</sup>

During the constant choreography of teaching and learning in the tutorial scenario the bodies of students are invited and placed at risk by the teacher when all knowledge, expertise and experience is crafted. However, during this process the body in certain

situations can silence, and often do not observe the readings of the body to identify clues that lead us to learn or not nursing and how to intervene in these situations.

That's because we are not encouraged to work the human senses in our teaching practice and sometimes confuse the relationship between looking and seeing. "We realized that we look but not see, could not decode the signifiers in the images, because our first impulse is to hold judgment, the result of reading meanings."<sup>18:70</sup>

Coupled to these thoughts in the third unit, students expressed the light of what the author believes that: human beings create instruments and systems of signs whose use allows them to turn and see the world, communicate their experiences and develop new psychological functions. In the process of cognitive development, the human being will reconstituting internally nears, what has been developed by species and eventually starts to contribute to the creation of new tools and signs. This process of internalization / appropriation is mediated by social interactions and intercommunications, in which the language is fundamental.<sup>19</sup>

Yet, here the link to nursing care, so you can better understand customers that private speech, for obvious reasons of illness that hold makes them unable to use language as a powerful means of relating to others, as follows:

This axis is based on the design of Semiology extended Subject, in which the Semiology is understood not only as a diagnostic technique and observation of signs and symptoms of diseases, but assumes a broad sense, incorporating this dimension to the General Science of all signs.<sup>20: 299</sup>

It should be emphasized imagery results in the use of articulated to practice nursing activity nonverbal language possessing a powerful charisma, even among students when mentoring mean in the image as the restless inner world, so often invisible. However, the drawings reveal equally to mentoring as a fortress in seizing referring to knowledge, which leads beyond the superficial.

It is through the guidance of the tutor, books, internet query on the database, reliable references, and hiking to the School library, individual home study and study groups that students take possession of knowledge that will be discussed in the next tutorial session. This can be evidenced by a large part of evocations listed below:

*In addition, it created bonds that in addition to strengthening the ties being more social teach us (Eagle).*

*The lack of involvement of the tutor with the proposed growth (Canary).*

*The student must be delivered in full, to have a great result (Peacock).*

*Depends a lot on the academic research where the student is the protagonist of this process for your own training. If he produces scientifically aspects are positive (Tangara).*

*Is positive when the student studies and can contribute to their learning. On the other hand when you can't study, the companions charge of you. And method is also studying and studying (Swallow).*



Thematic Unit IV: Catharsis in tutoring modeled by significant learning permeates the (to) share the knowledge. This unit addresses the catharsis in tutoring modeled by significant learning permeates the (with) sharing the knowledge, the understanding behind a uniform representation in periods, how depict the following reflections that emerged from student responses:

*Construction of knowledge freely allowing the exchange of opinions and ideas also contribute to new learnings through the tutor and colleagues (Owl).*

*Mentoring is the stage of construction of knowledge where students share their ideas, research, broadening his knowledge (Swallow).*

*Represents the targeting of students through the exchange of experiences where cure our doubts and share the problems presented in other scenarios. The tutor is very important being an enabler to deepen scientific knowledge (Ema).*

Here presented in design, stairs and terraces their ancestors, tables and lines joining the central subject position, or shaped cell, with other rectangular configuration and the dolls are at odds in contention, two trees one without fruit and the other filled with fruits, roads and paths symbolize route.

Vale focus on some illustrations, the words signified by some students, applied to mentoring as critical; discussions; reflection; wisdom; joy; friendship and love; culture; caring and yet, the way is far. So catharsis according to our view, supported by the author aims at social transformation that adds up to learning as knowledge production.<sup>6</sup>

## CONCLUSION

As a final consideration, we emphasize the features outlined by students in different periods, so important during training placements linked weaknesses and strengths, recognized by Students hand in their designs. Clouded rich contributions, because they managed to develop appropriate links regarding advances and retreats, where accentuated the upward path as guiding points of departure and arrival.

Chances were redesigned together by the actors involved, in the face of what was presented during the study. It is an everyday, articulated in strong awareness for the benefit of better learning, sustained in research and production of authorship, for teachers and students consequently enlarged.

The proposal is that research further encourage the actors already mentioned, in the quality of training commitment that want to acquire in order to be able to act as a genuine subject of transformation and recreation. In summary, here's the innovation that protested, to which the interaction of the subject by the power of knowledge becomes necessary. Finally, we intend that this research, motivate curiosity and desire for so many other



initiatives, directed to nursing education in order to strengthen the contributions of the tutorial scenario in the education of nurses.

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